



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

(*Anglia*, i, 475) did not object to the use of *to* after *sêken*, but to the simultaneousness of two different constructions with *sêken*, namely with a direct object (*straunge strondes*) and with an indirect object (*to ferne halwes*). The objection is valid if *to ferne halwes* be taken as co-ordinate with *straunge strondes*. It seems to me, however, that *to ferne halwes* is a specification added to the two general statements *goon on pilgrimages* and *sêken straunge strondes*. If any one objects to the use of *to ferne halwes* with the second of the two general statements, zeugma is a sufficient explanation.

GEORGE HEMPL.

University of Michigan.

DANTE INTERPRETATION.

TO THE EDITORS OF MOD. LANG. NOTES:

SIRS:—A curious anticipation of Professor TODD's exegesis of Purgatorio xix. 51 will be found in A. J. BUTLER's 'Purgatory of Dante' (London, 1880), p. 230. BUTLER's note reads as follows:

"*Donne* is the reading of nearly every edition. Buti has *done* (=donate), which does not rhyme."

BUTLER is in error, however, in making BUTI conjecture *done*=donate. The latter's commentary on the passage is:

"*Che avran di consolar l'anime done*; cioè ch'aranno dono di consolare l'anime loro" (Tomo 2, p. 149).

The editor of the edition I have consulted (1865) is also of the same mind, for he appends this foot-note:

"*Done, dono* con la desinenza in *e* come *fume, pome* o *cotali*."

BUTLER, it would thus appear, builded better than he knew. I need hardly say that his blunder does not deprive Prof. TODD's conjecture of the merit of originality.

FRED N. SCOTT.

University of Michigan.

BRIEF MENTION.

The Ninth Annual Convention of the MODERN LANGUAGE ASSOCIATION OF AMERICA will be held in Columbian University (15th and H

Streets), Washington, D. C., on December 28-31 inclusive. On the evening of the 28th an address of welcome will be given by President JAMES C. WELLING, LL.D., of Columbian University, and this will be followed with an address by the Hon. A. R. SPOFFORD, LL.D., Librarian of the Congressional Library, on "The Characteristics of Style." The regular sessions of the Convention will meet on the 29, 30 and 31, when the following papers will be presented: 1. "The Gerund in Nineteenth Century English," Professor J. L. ARMSTRONG, *Trinity College, N. C.*; 2. "Jean de Mairet, A Critical Study in the History of French Literature," Mr. JULIUS BLUME, *Johns Hopkins Univ., Md.*; 3. "Ignored Resources of French Literature for College Study," Miss LOUISE BOTH-HENDRIKSEN, *Brooklyn, N. Y.*; 4. "Diminutives in -ing in Low German," Mr. A. F. CHAMBERLAIN, *Clark Univ., Mass.*; 5. "Augustini Sendebrev til Cyrillus, and Jeronymi Levnet," (Gl. Kong. Saml. No. 1586, Copenhagen), Dr. DANIEL KILHAM DODGE, *Columbia College, N. Y.*; 6. "The Isleños of Louisiana and their Dialect," Professor ALCÉE FORTIER, *Tulane Univ., La.*; 7. "Nathan der Weise (with special Reference to the Criticisms of KUNO FISCHER)," Mr. GUSTAV GRUENER, *Yale Univ., Conn.*; 8. "James Russell Lowell as a Prose Writer," Professor TH. W. HUNT, *Princeton College, N. J.*; 9. "Indo-European Parallel Roots with and without initial s, especially in the Germanic Languages," Professor GUSTAF KARSTEN, *Indiana Univ., Ind.*; 10. "The Phonology of the Patois of Cachy" (*Département de la Somme*), Professor THOMAS LOGIE, *Williams College, Mass.*; 11. "The Law Language in England from Edward I. to Henry VIII," Professor B. F. O'CONNOR, *Columbia College, N. Y.*; 12. "The Jersey Dialect" (Channel Islands), Professor JOSEPH S. SHEFLOE, *Womans College, Baltimore*; 13. "Philology and Literature in American Colleges and Universities," President HENRY E. SHEPHERD, *College of Charleston, S. C.* It is proposed by the President of the Pedagogical Section, Professor EDW. S. JOYNES of *South Carolina College*, that the paper read by Mr. E. H. BABBITT before the Nashville Convention: "How to Use Modern Languages as a Means of Mental Discipline" (cf. *Publications*

of the MOD. LANG. ASSOCIATION, vol. vi, pp. 52-63), be brought up for discussion before the Washington meeting. The President of the Phonetic Section, Professor A. MELVILLE BELL (1525, Thirty-fifth St.) will give a Reception to the members interested in the work of this section. The *American Dialect Society* will hold its Annual Meeting in Columbian University, on one of the evenings of the dates given above for the Convention of the Modern Language Association.* The Trunk Line and Southern Passenger Associations have granted reduced railway rates, that is, *a fare and a third* for round trip ticket on certificate plan. Full information will be sent later respecting the purchase of tickets under certificate rules. Application for reduced rates has been made to other railway Associations (The Central Traffic, New England Passenger, and Western Passenger) and it is hoped that they also will join in the concession. In this case, due notice will be sent to members.

We give below the Synopsis of a paper entitled, "The Teaching of French and German in our Public High Schools," which was read by C. H. GRANDGENT, Director of Modern Languages, Boston, on November 27, before The *Massachusetts Teachers' Association*:

Let us suppose, to begin with, that in the "English" course of our Massachusetts high schools the average amount of space given to a foreign language is equivalent to about three hours a week for three years. It is plain enough that we cannot do everything in this time: let us, then, examine in turn the five chief branches of modern language study—speaking, writing, grammar, translation, reading—with a view to ascertaining, in the first place, which of them we can cope with, and, secondly, to which we can most profitably devote the few hours that are at our disposal.

Can we teach our pupils to talk French and German? Let us see. A brief computation shows that in an ordinary class, all the conditions being favorable, if every moment of the time is spent in conversational exercises, each scholar will, during his entire public school career, speak the foreign tongue for a sum total of six hours. To learn our own language

fairly well we need at least 4,000 hours' practice. A comparison of these two figures renders further discussion unnecessary. If, however, "conversation" may not be regarded as an end in itself, it is undoubtedly a most valuable help: it not only interests the pupils and quickens their appreciation of the works they read, but it also stimulates the teacher to wider study and greater mental activity. All properly qualified instructors should, therefore, be encouraged to use the foreign language as much as possible in the class-room.

Writing is an excellent exercise; but it requires so much previous reading and grammatical training that we cannot hope to make it the chief subject of our limited course, and we must consider it, as we do conversation, rather in the light of an auxiliary. Grammar, too, provides a good instrument for developing the intelligence, and is, moreover, a topic that we can begin to study very early; yet a course founded mainly upon it is almost invariably a failure, simply because our schoolboys are not learned enough to find the science interesting. Hence we are obliged—since some knowledge of grammar is indispensable—to confine ourselves to the essentials of the subject, and to administer this necessary amount in small and well-graded doses, striving to emphasize its utility and relieve its dullness by means of close association with agreeable composition work and attractive reading matter.

The principal theme of our modern language curriculum must, therefore, be either translation or reading. The difference between these two branches of instruction corresponds to a difference between two ideals. We may, on the one hand, direct all our labors toward the discipline of the reasoning faculties: in this case we shall have a course consisting of carefully corrected translation (which, by the way, furnishes one of the best kinds of training in English), supplemented by a maximum of grammar and composition, and comparatively little speaking. If, on the other hand, the purpose we have in view is the broadening of the mind, the opening of new vistas, the establishment of correct standards, the cultivation of the artistic perceptions—if, in a word, our aim is general culture, we shall have, perhaps, more translation and conversation, and somewhat less writing and grammar; and we shall try to lead our pupils in such a way that they can, before the end of their three years, absorb the thought of foreign masters directly through the foreign medium. Both of these objects are so valuable that no complete course can wholly neglect either. If, however, lack of time compels us partially to sacrifice one to the other, we should, before making our choice, give due consideration to these three facts: first, according to the almost unanimous judgment of impartial observers, the desirable qualities in which we Americans are

*The *American Historical Association* will also hold the evening sessions of its Annual Convention in Columbian University on December 29, 30 and 31. The headquarters both of this Association and of the MODERN LANGUAGE ASSOCIATION will be the Arlington Hotel, H Street and Vermont Avenue.

most deficient are refinement and taste, next, our public school teaching is, as it doubtless should be, devoted far less to the cultivation of these characteristics than to the strictly practical side of education; and, lastly, it is through the study of literature—and, especially, of the best literature of other countries—that taste and refinement can be most readily developed.

Messrs. Macmillan & Co. have published an English translation of BEHAGHEL's well-known little book 'Die deutsche Sprache' by E. TRECHMANN, M. A. (Oxon.), Ph. D. The translation possesses certain advantages as compared with the original. The very numerous misprints which disfigure the German edition have been eliminated, and such carelessly written sentences as

"Wir erhalten *somit nunmehr* zwei Ströme der deutschen Sprache: *das eine* die Mundarten, der Strom einherfließend in natürlichem althergebrachten Bette, freilich so wenig eine einheitliche Masse bildend als zuvor, ja noch in viel mehr Rinnsale sich verästelnd; *das andere* die Schriftsprache" (p. 30),

have been made readable. Among the oversights which have not been corrected, we notice the statement (p. 4), that Indo-European *gh, dh, bh*, are to be pronounced "somewhat as *Waghals, Eidhelfer, leibhaftig*," while it was long ago pointed out (see BRANDT, *Am Journal of Phil.* i, p. 148) that this comparison is unfortunate, as these words are pronounced *Wakhals, Eithelfer, leiphäftig*. Engl. *mother* as compared with Lat. *mater* should not be used to illustrate the regular change from Indo-European *t* to Germanic *th* (p. 5), and the choice of this example is especially inappropriate as it is previously stated that "the spirant, to which the I.-E. *tenuis* shifted, was voiceless." The chapter on the inflexions has been somewhat expanded by the translator, and complete paradigms have been inserted; otherwise, we are told in the preface, only a few pages here and there have been eliminated "where the author addresses himself to his German readers on the subject of solecisms and purity of speech." The translation is generally faithful; in the more difficult passages of the book it is perhaps sometimes too concise and hardly equal to the original. Compare, for instance, the original:

"Der Vorrat an Vorstellungsbildern ist also nach Individuen verschieden. Noch grösser ist aber die Zahl der Möglichkeiten, wenn es sich um die Wahl der Lautbilder handelt: ein und dasselbe Individuum kann bei der einen Anschauung so, bei einer andern anders verfahren; bei einem und demselben Vorstellungsbild kann der Einzelne bald dieses bald jenes Lautbild zu dessen Versinnlichung anwenden"

with the translation:

"The stock of ideas changes, as we see, in different individuals or groups of individuals. The number of possibilities is greater when there is a choice of sound-images, when one and the same individual may use now one, now another, sound-image or word to express the same idea."

There is a good index and the appearance of the book is very pleasing. BEHAGHEL's little work is still the only good book of the kind, and we are glad that its new form renders it accessible to the large body of English speaking students of German.

The Lecture Association of the University of Pennsylvania, announce for the season 1891-92, the following lectures on modern language subjects: Four lectures by Prof. H. H. BOYSEN on "The Norse Sagas" (two on The *Elder Edda*; one each on The *Heroic Mythical Sagas* and The *Historical Sagas*); three lectures by Mr. EDWARD GRAHAM DAVES, on the "Religious Drama of the Middle Ages" (*Decay of Classical Stage—development of Liturgical Drama; Invasion of Secular and Humorous Elements; English Cycles of Miracle Plays*); eight lectures by Mr. EDMUND C. STEDMAN, on the "Nature and Elements of Poetry" (*Oracles, Old and New; What is Poetry? Creative Poetry—two lectures; Beauty; Truth; Imagination; The Faculty Divine*).

Among the 'Elementary French Readers' published by Hachette, we note Mme LOUISE COLET's 'Deux Enfants de Charles I.', edited by H. TESTARD; GASSENDI, 'Le Petit Astronome' by the same author, edited by C. DA COSTA TALLON; VAN DEN BERG's 'Napoléon I.', edited by A. P. HUGUENET, and G. BRUNO's 'Les Deux Petits Patriots' edited by H. ATWELL. The notes to the first two

works are quoted apropos. Mr. HUGUENET has, however, simply translated the difficult passages, and Mr. ATWELL, in a number of instances, has been satisfied with stating that *this* is wrong and *that* is right, without attempting to give any reason or principle that would help the student to overcome the same difficulty if it should occur a second time. All the works noted above are furnished with vocabularies, and are a welcome addition to the existing material for elementary reading. The price of each of the above books is 8d. (Agent, Carl Schoenhof, Boston).

PERSONAL.

The *Cleveland News and Herald* for November 18, contains an interesting report of the formal instalment of Dr. F. M. WARREN as Professor of Romance Languages in Adelbert College of the Western Reserve University. Dr. WARREN delivered on this occasion a suggestive and scholarly address upon Collegiate instruction in the Romance Languages, presenting in a lucid, forcible manner the nature and scope of said instruction, its limitations and advantages. While drawing a sharp line of demarcation between this and University instruction, the speaker gave a broad, liberal and attractive view of the culture value of college work.

Mr. MARTIN W. SAMPSON, Professor of English in the State University of Iowa, has been appointed Assistant Professor of English at the Leland Stanford Jr. University. Professor SAMPSON is a native of Ohio and a graduate of the University of Cincinnati; he has been for some years connected with the faculty of the University of Iowa.

Mr. D. L. LAWRENCE has been appointed Head of the English Department at the Cathedral School of St. Paul (Garden City, L. I.). Mr. LAWRENCE is a graduate of Dartmouth College (A. B. 1888); for one year he was Principal of the Public Schools at Harrington, Del., and then for two years assisted HERBERT EVELETH GREENE (see MOD. LANG. NOTES, vol. vi, p. 223) in the department of which he is now in charge.

Dr. J. W. PEARCE has been made Assistant Professor of Anglo-Saxon in the Tulane University of Louisiana. Dr. PEARCE was graduated from the Louisiana State University with the B. A. degree in 1883, and received the M. A. degree, for special linguistic work, in 1884. After serving as Principal of High Schools in Louisiana, he was, for a short time, an Instructor in the Louisiana State University. For the past four years, he has been Assistant Professor of English in the Tulane High School. His degree of Doctor of Philosophy was conferred by the Tulane University, at the close of the last session, in consideration of three years' work in Anglo-Saxon, Gothic, Old French, and General History. His thesis was an edition of "Book I of Bede's Eccl. History, with Introduction, Critical Text, Literal Translation, Notes, and Appendices."

On Nov. 10 and 12, Professor CHARLES SPRAGUE SMITH, late of Columbia College, N. Y., delivered two illustrated lectures at the Peabody Institute of Baltimore, on 1. Iceland and the Faroe Islands; 2. The Orkneys and Shetland.

The *Louisiana Educator* for November, contains an interesting and suggestive article on "Tulane University," by Mr. JOHN R. FICKLEN, Professor of English in that institution.

Mr. E. L. HORNING (cf. MOD. LANG. NOTES, vol. v, p. 29) has returned to Victoria University (Coburg, Ontario) as Professor of German and Old English. Professor HORNING received the Ph. D. degree at the University of Göttingen, in August of this year, the subject of his Thesis being "Zur Grammatik des Béowulf." During the time of his studies in Göttingen, Mr. HORNING presented two monographs before the German Seminary; namely, on the "Casseler Glossen," and on a late "Mid.-High German Continuation of the Rolandslied" (*Textherstellung*.) The latter he hopes shortly to publish.